



## GALLMAN ELEMENTARY

255 Hawkins Rd  
Newberry, SC 29108

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	465 Students	
<b>Principal</b>	Cathryn H. Hartzog	803-321-2655
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Don Saylor	803-276-9765

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	7	96	28	7

\* Ratings are calculated with data available by 03/09/2011.

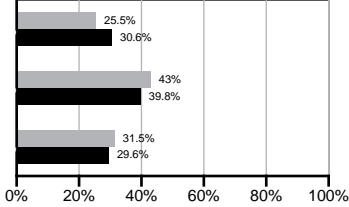
Palmetto Assessment of State Standards (PASS)

Exemplary

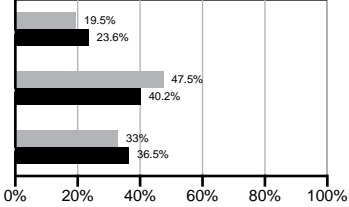
Met

Not Met

English/Language Arts



Mathematics

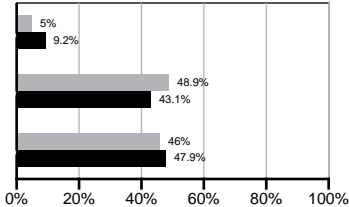


Exemplary

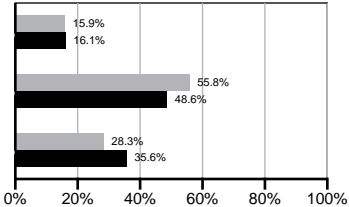
Met

Not Met

Science



Social Studies

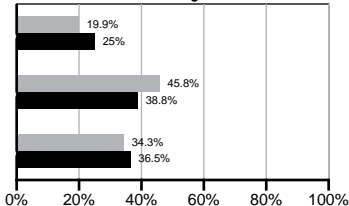


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=465)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.5%	100.0%	100.0%
Retention rate	2.3%	Down from 5.4%	1.6%	1.2%
Attendance rate	95.7%	Down from 95.9%	95.7%	96.1%
Eligible for gifted and talented	20.5%	Up from 3.6%	6.8%	11.7%
With disabilities other than speech	9.8%	Up from 7.5%	8.8%	8.0%
Older than usual for grade	1.9%	Down from 2.5%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	75.0%	Up from 73.5%	58.2%	60.5%
Continuing contract teachers	80.6%	Up from 70.6%	82.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.0%	Up from 81.7%	85.0%	87.0%
Teacher attendance rate	93.3%	Down from 95.3%	95.2%	95.4%
Average teacher salary*	\$45,017	Up 1.4%	\$46,117	\$47,288
Professional development days/teacher	20.4 days	Down from 22.3 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.9 to 1	18.6 to 1	19.2 to 1
Prime instructional time	87.9%	Down from 89.7%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 98.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,407	Down 0.9%	\$7,841	\$7,548
Percent of expenditures for instruction**	74.7%	Up from 74.4%	68.0%	68.7%
Percent of expenditures for teacher salaries**	72.2%	Down from 72.3%	64.1%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Gallman Elementary continues "Leaping into Learning" as we complete the sixth year at this location. The staff, parents, and community continue to work together to provide quality educational opportunities for all our students. Students have thrived in our warm, caring environment and have reached out to others through activities supported by the school such as: Adopt -A-Family, Pennies for Patients, Jump Rope for Heart, Math-A-thon, and our extensive recycling programs. Student support and donations continue to surpass our expectations, which reinforces our spirit of giving and caring for others. We are proud to have donated over \$22,000 to the Math-A-Thon program over the last 10 years.

As we began the 2009-10 school year, our School Leadership Team met to analyze all current data and surveys on our students and our school. The analysis of this data which was shared with our School Improvement Council (SIC), teachers, and parents continued to be very encouraging as we showed school-wide improvement across most subject areas. In order to help us follow our students' progress, we developed a Data Board to track student achievement.

Gallman teachers have been offered many opportunities to expand their knowledge and expertise through attendance at workshops, working with site-based consultants, taking technology training, and by pursuing advanced degrees. The district is providing professional development through Phil Schlechty's Working on the Work for all staff members over several years. This year, we had a teacher receive her National Board Certification. At present we have two teachers who have received this certification.

Several school-wide programs and activities are being used to promote achievement and encourage students to exemplify good habits, such as an Awards/Celebration Day held each nine weeks and Brag Tags which are sent home to parents to recognize positive accomplishments. LEAP tags are given to students for meeting school-wide goals. Many parenting events such as Lunch with Grandparents, Moms and Dads, Hispanic Parent Workshop, Family Science/Math Night, PASS Night, and a Cinco de Mayo celebration were held.

Our PTO organization continues to provide outstanding assistance and incentives to the students, teachers, and the school through fundraising and volunteer projects.

The highlights of our year include: a 21st Century After-School program, the purchasing of more computers, SmartBoards and document cameras, receiving a Newberry County Memorial Hospital Healthy Hearts grant, PTO Fall Festival, and selection of two students as SAFE KIDS Calendar winners. In addition, our school was awarded a Family Connection of South Carolina grant, Fresh Fruits and Vegetable grant, and partnered with Harvest Hope Food Bank in the Backpack take home project.

Learning at high levels in a safe nurturing environment with the support of families and the community continues to be our focus at Gallman Elementary School.

Cathie Hartzog, Principal  
Katrina Minick, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	62	37
Percent satisfied with learning environment	91.4%	85.5%	86.5%
Percent satisfied with social and physical environment	97.2%	80.6%	91.7%
Percent satisfied with school-home relations	62.9%	83.9%	86.1%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	221	99.6	32	42.4	25.6	80.3	78.9	83.5	Yes	Yes
<b>Gender</b>										
Male	97	100	42.4	39.1	18.5	73.9	75.6	80.1	N/A	N/A
Female	124	99.2	23.4	45	31.5	85.6	82.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	52	100	16.3	42.9	40.8	89.8	88.4	89.6	Yes	Yes
African American	125	99.2	37.5	42	20.5	78.6	67	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	43	100	34.1	43.9	22	75.6	77.7	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	83.9	12.9	3.2	35.5	46.7	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	43.8	40.6	15.6	68.8	75	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	180	100	36.2	43.6	20.2	79.1	72	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	221	99.6	34	46.8	19.2	77.3	76.4	80.4	Yes	Yes
<b>Gender</b>										
Male	97	100	40.2	45.7	14.1	68.5	73.4	78.4	N/A	N/A
Female	124	99.2	28.8	47.7	23.4	84.7	79.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	52	100	18.4	44.9	36.7	89.8	86	87.8	Yes	Yes
African American	125	99.2	44.6	42.9	12.5	69.6	64	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	43	100	22	61	17.1	85.4	76.7	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	67.7	29	3.2	48.4	42.5	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	25	59.4	15.6	84.4	75.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	180	100	37.4	47.2	15.3	74.2	68.7	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	150	99.3	45.3	49.6	5	54.7	60	67.3
<b>Gender</b>								
Male	63	98.4	44.8	53.4	1.7	55.2	60.2	66.9
Female	87	100	45.7	46.9	7.4	54.3	59.7	67.7
<b>Racial/Ethnic Group</b>								
White	36	100	35.3	55.9	8.8	64.7	74.7	79.6
African American	85	98.8	55.3	40.8	3.9	44.7	42.2	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	28	100	28.6	67.9	3.6	71.4	54.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	23	95.7	N/A	N/A	N/A	18.2	31	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	24	100	29.2	66.7	4.2	70.8	52.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	127	99.2	49.1	46.6	4.3	50.9	48.3	55.4

<b>Social Studies</b>								
All Students	153	99.4	29.3	55	15.7	70.7	66.5	70.9
<b>Gender</b>								
Male	72	98.6	36.8	47.1	16.2	63.2	64.6	70.1
Female	81	100	22.2	62.5	15.3	77.8	68.5	71.7
<b>Racial/Ethnic Group</b>								
White	34	100	21.9	53.1	25	78.1	78.8	79.2
African American	89	98.9	37.5	51.3	11.3	62.5	49.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	30	100	14.3	67.9	17.9	85.7	70.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	25	96	N/A	N/A	N/A	33.3	34.6	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	22	100	19	61.9	19	81	68.9	68
<b>Socio-Economic Status</b>								
Subsidized meals	124	100	31.3	55.4	13.4	68.8	56.9	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	221	96.4	33	46.7	20.3	67	64.5	72.1	95.7	95.7
Gender										
Male	100	94	44.8	49.4	5.7	55.2	55.6	65.2	95.5	95.6
Female	121	98.4	23.6	44.5	31.8	76.4	73.6	79.2	95.9	95.9
Racial/Ethnic Group										
White	53	94.3	10.6	59.6	29.8	89.4	76.6	80.8	95.2	95.8
African American	124	96	41.7	40.7	17.6	58.3	49.7	59.7	95.9	95.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	95.6	96.3
Hispanic	43	100	34.1	48.8	17.1	65.9	60.3	64.6	95.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.8
Disability Status										
Disabled	33	78.8	N/AV	N/AV	N/AV	39.1	22.3	27.7	94	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.2
English Proficiency										
Limited English Proficient	33	100	40.6	43.8	15.6	59.4	57.7	63.7	96.1	96.2
Socio-Economic Status										
Subsidized meals	180	97.8	36.3	46.9	16.9	63.8	54	61.9	95.6	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	67	100	40.7	33.9	25.4	59.3
	4	68	100	42.9	36.5	20.6	57.1
	5	78	100	33.3	42	24.6	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	70	100	37.1	25.8	37.1	62.9
	4	82	100	35.1	45.5	19.5	64.9
	5	69	98.6	23.4	54.7	21.9	76.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	67	100	39	45.8	15.3	61
	4	68	100	33.3	52.4	14.3	66.7
	5	78	100	44.9	44.9	10.1	55.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	70	100	37.1	37.1	25.8	62.9
	4	82	100	33.8	50.6	15.6	66.2
	5	69	98.6	31.3	51.6	17.2	68.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	58.1	32.3	9.7	41.9
	4	68	100	33.3	57.1	9.5	66.7
	5	42	97.6	53.8	43.6	2.6	46.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	36	100	54.5	36.4	9.1	45.5
	4	82	100	48.1	48.1	3.9	51.9
	5	32	96.9	27.6	69	3.4	72.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	34	100	21.4	64.3	14.3	78.6
	4	68	100	23.8	54	22.2	76.2
	5	39	94.9	30.3	54.5	15.2	69.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	35	100	33.3	46.7	20	66.7
	4	82	100	27.3	61	11.7	72.7
	5	36	97.2	30.3	48.5	21.2	69.7
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	66	100	41.7	31.7	26.7	58.3
	4	67	100	34.4	50	15.6	65.6
	5	77	93.5	31.3	47.8	20.9	68.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	71	98.6	48.4	38.7	12.9	51.6
	4	83	97.6	32	46.7	21.3	68
	5	67	92.5	18.3	55	26.7	81.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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